

Progression in Reading				
Word reading				
Skills	EYFS objectives	Y1 Objectives	Y2 objectives	What should be seen in the classroom?
Phonics and decoding 3 – 4 year olds Reception Early Learning Goals	spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound say sounds left to right to blend them blend sounds into words read special friends as one sound Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;	To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multisyllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	- Reading teaching happening daily through RWI sessions and Book Talk sessions - Phonics teaching in smaller targeted groups using RWI that is tracked to age related expectations - Differentiated groups and texts for Book Talk sessions - Storytelling, songs and rhymes threaded throughout the day - Daily 10 minutes reading to the whole class - modelled “Demonstration Reading” by the teacher regularly throughout the week - Every child offered individual reading with the class teacher; in EYFS this is weekly, in KS1 this is termly - helpful feedback is provided to parents about reading skills - explicit reference throughout the day to Fred Fingers and Fred Talk
Common Exception Words/ HFW	Read a few common exception words linked to RWI Read aloud simple sentences and books including some common exception words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	Know many rhymes and familiar books Re-read books to build confidence with fluency Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	

Progression in Reading					
comprehension					
	EYFS	Y1	Y2	Question Stems	what should be seen in the classroom?
Vocabulary	Participate in discussions, offering their own ideas, using recently introduced vocabulary Learn new vocabulary Use and understand recently introduced vocabulary during discussions about texts	discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	- What does the word.....mean in this sentence? - Find and copy a word which means - What does this word or phrase tell you about ...? - Which word in this section do you think is the most important? Why? - Which of the words best describes the character /setting/mood etc? - Can you think of any other words the author could have used to describe this? - Why do you think....is repeated in this section?	- Hear questions being asked to children throughout reading both whole class and individual. - Daily individual reading - Daily 10 minute read to whole class - links to comprehension skills during English lessons - Word Wizards and follow up activities in place - topic vocabulary in place in the classroom - vocabulary valued in RWI sessions
Inference	Understand 'why' questions connect one idea or action to another Make comments about what they have heard and ask questions to clarify their understanding Express their ideas and feelings about their experiences using full sentences with modelling and support from their teacher.	discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference through use of pictures	*making inferences on the basis of what is being said and done *answering and asking questions	- Why was.....feeling.....? - Why didhappen? - Why did..... say.....? - Can you explain why.....? - What do you think the author intended when they said.....? - How does.....make you feel?	
Prediction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Engage in story times and talk about stories Anticipate – where appropriate – key events in stories	predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	- Look at the book cover/blurb –what do you think this book will be about? - What do you think will happen next? What makes you think this? - How does the choice of character or setting affect what will happen next? - What is happening? What do you think happened before? What do you think will happen after? - What do you think the last paragraph suggests? What will happen next?	
Explanation			*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	- Who is your favourite character? Why? - Why do you think all the main characters are girls in this book? - Would you like to live in this setting? Why/why not? - Is there anything you would change about this story? - Do you like this text? What do you like about it?	
Retrieval	Make comments about what they have heard and ask questions to clarify their understanding Ask questions to find out more Use and understand vocabulary in discussions	To develop their knowledge of retrieval through images.	Asking and answering retrieval questions	- What kind of text is this? - Who did.....? • Where did.....? • When did.....? - What happened when.....? • Why did happen? - How did.....? • How many.....? • What happened to.....?	
Sequence	be able to talk about familiar books and be able to tell a long story retell a story with repetition of language or own words Demonstrate understanding of what has been read to them by retelling stories and narratives	To retell familiar stories orally To sequence the events of a story they are familiar with	To discuss the sequence of events in books and how items of information are related.	- Can you number these events 1-5 in the order that they happened? - What happened after - What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end of the story? - In what order do these chapter headings come in the story? - Sequence the key events in the story	